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ABSTRACT

This final performance report includes a third-party evaluation and a replication guide. The first section describes a project to develop and implement an articulated curriculum for grades 8-14 to prepare young people for entry into hospitality/tourism-related occupations. It discusses the refinement of existing models, pilot test, curriculum revision, full-year program test, exposure of students to technology applications, development of nine training videotapes, training to upgrade the skills of workers employed in hospitality/tourism occupations, preparation of materials for dissemination, and formative and summative evaluation activities. The third-party evaluation report by the Northwest Regional Educational Laboratory contains a description and findings from student profiles and end-of-year survey, staff interviews, administrator interviews, and business/industry interviews. These findings are reported: (1) three-fourths of the students expressed interest in further study of the hospitality industry; (2) teachers were enthusiastic about the program and identified program strengths as student exposure to the industry and the broad view of the industry offered; (3) administrators saw the need for allocation of more time for program coordination and additional funding; and (4) business and industry responses were positive although additional company participation was suggested. The replication guide describes the model design, including project objectives and activities undertaken to achieve these objectives. (YLB)

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FINAL PERFORMANCE REPORT

H.I.T.T.

Hospitality Industry Technology Training

Award No. V199A90075
Cooperative Demonstration Program (High Technology)
Project Period: April 1, 1989-December 31, 1990

Submitted by

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on behalf of the

Mt. Hood Community College
Community and Vocational Development
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and the following partners:

Centennial School District
David Douglas School District
Gresham School District
Multnomah Education Service District
Parkrose School District
Portland School District

and

Cooperating business and industry organizations
in the Portland metropolitan area

January 1991

CE 058 088

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FINAL PERFORMANCE REPORT

This performance report will be prepared around the following objectives and work tasks as outlined in the original proposal and modified in subsequent negotiations and clarifications:

Objective 1: Develop and implement an articulated curriculum grades 8-14 that will prepare young people for entry into hospitality/tourism-related occupations

1.1 Refine existing models

Project staff have spent many hours meeting together to revise and update curriculum frameworks originally developed by a statewide task force in Oregon. The HITT project coordinator, Court Carrier, is a key member of this statewide group which continues to revise and refine secondary-level offerings. Mt. Hood Community College curriculum has also been strengthened considerably in this project. The college had already launched the state's first comprehensive Hospitality and Tourism program a scant two years earlier. The replication manual provides more background and the videos provide even further insight.

1.2 Initiate pilot test of selected skill areas

The following high schools in Multnomah County participated in the HITT pilot test. The key faculty member(s) involved are listed in parentheses:

Barlow High School (Bobbi Thomas)
Centennial (Kathy Morgan)
David Douglas (Shelly Stamm, Amy Busch)
Gresham (Juanita Syron)
Parkrose (Doris Brannen)
Reynolds (Kathy Behm, Marilyn Matusch)
Roosevelt (Jean Hummel, John Robinson)
Sandy (Jennifer Anderson, Len Eaton)

Each high school offered the general introductory course Hospitality, Tourism and Recreation I, a first exposure to the broad industry and its technologies. The course is designed to be offered either on an 18 or 36 week basis.

After this initial orientation, schools chose to offer one or more advanced introductory courses focusing on an industry segment:

Food and Beverage (Food Service Management)

Centennial
David Douglas

Travel and Tourism

Gresham
Parkrose
Roosevelt

Lodging Management

Barlow
Reynolds

Recreation and Leisure Management

Sandy

In each case, schools selected their advanced offerings based on staff interests and experience or, in the case of Sandy, their geographic proximity (Sandy is the gateway city to the Mt. Hood recreation area). Roosevelt is a unique setting since it operates as a magnet program with a fuller range of coursework, including international trade. All of the other high schools are part of the Vocational Interdistrict Program (VIP) operating in east Multnomah County. Students are able to attend courses in other high schools that are not offered in their own (however, they must provide their own transportation). In this present year, three students took advantage of this first-time option in the HITT program.

1.3 Conduct curriculum revision activities

Staff from the participating high schools and key faculty from Mt. Hood Community College joined in two day-long curriculum updating and revision workshops during the life of the project. These activities have been central to the State of Oregon's own course development and approval process in hospitality, tourism and recreation. Court Carrier, HITT project director, was invited to serve on the statewide industry technical committee developing these new curricula and standards as required by the Carl Perkins Act, and Jim Schoelkopf, Multnomah County coordinator for Career and Vocational Technical Education, participated in the education committee that translated desired skills into curriculum. The outlines for the revised curricula utilized by the HITT teachers are included in the replication manual.

1.4 Operate summer youth component

The original objective to develop student summer term internships of 160 hours in each school's area of specialization was not accomplished. While business and industry worksites and school faculty were available for supervision, the key ingredient--students willing to participate--was lacking. The local Private Industry Council was willing to set up a summer youth program if enough students were willing to enroll. Teachers reported that despite their efforts to recruit students to participate, there were better offers in a competitive job market for teenage workers. Students were apparently not interested in earning summer credit as well as pay, despite the opportunity to acquire real-world experience.

1.5 Test full-year program

During year one (school year 1989-90), enrollments at the participating high schools were as follows:

	Fall 1989	Spring 1990
Barlow		
Centennial	40	64
David Douglas	0	0
Gresham	28	38
Parkrose	24	18
Reynolds	9	22
Roosevelt	16	
Sandy		15

1.6 Operate second year

During the fall semester of the second year (presently under way), the schools experienced a marked growth in student participation:

Introductory course enrollment:

Barlow	38 (2 sections)
Centennial	19
David Douglas	45 (2 sections)
Gresham	32
Parkrose	24
Reynolds	18
Roosevelt	18 (9th grade), 8 (10th), 10 (11th)
Sandy	15

Specialized (second-year) enrollment:

Barlow	18
Centennial	0
David Douglas	12
Gresham	20
Parkrose	26
Reynolds	25
Roosevelt	9
Sandy	10

To develop their skills for teaching these courses, all high school HITT faculty members participated in on-site work experiences in industry settings. Examples included motels, hotels, restaurants, travel agencies, the convention and visitors bureau, and local recreation facilities. In most cases, teachers were able to experience first-hand all elements of the travel/lodging industry through rotational assignments.

As a resource for students and teachers, the project also provided a library for each high school with selected guides, handbooks, reference manuals, videos, and other instructional aids.

Teachers were also invited to attend professional meetings arranged through the Portland/Oregon Visitors Association to round out their development activities.

Objective 2: Expose students to technology

2.1 Identify hospitality/tourism technology applications

To assure students in HITT were using the most current technology, local industry donated computers and software worth $37,500 to help students acquire up-to-date skills.

Project staff solicited input from industry representatives and observed contemporary work tasks on actual job settings. Computer technology is now becoming commonplace as are other recordkeeping, word processing and communication applications. It will be increasingly important for hospitality/tourism/recreation workers to become facile in using these tools of the trade.

2.2 Develop 10 video training tapes

In final negotiations, the number of video tapes was reduced to 8. Thanks to the partnership arrangement with the Mt. Hood Community College Cable and Television Production Program, nine training tapes were prepared in addition to the introductory video. Copies were provided to U.S. Department of Education staff, including copies for the six regional clearinghouses.

2.3 Training stations for both teachers and students in business/industry sites included: restaurants, motels, hotels, the convention and visitors bureau, travel agencies, tour operators, U.S. Forest Service, airlines, and rental car agencies.

2.4 Emphasize lifelong learning

This activity served over 200 workers already employed in hospitality/tourism occupations to upgrade their skills. Additionally, the College conducted four training sessions using the "Put the Oh in Oregon"--a state-provided tape/slide series with materials that are designed to emphasize hospitality skills no matter what job Oregonians hold, from service station attendant to quick-stop grocery store clerk. The training sessions are continuing as this report is written.

Objective 3: Evaluate and disseminate

3.1 Prepare descriptive materials and overview video

Handouts, presentations and the overview video were also useful tools in explaining HITT to visitors, making presentations at conferences, and responding to requests. The overview tape provides an historical perspective on the project as well as what happens both at the pilot high schools, at the college campus, and at training stations in business/industry settings.

3.2 Develop plan for hosting visitors to model sites

Participating schools were willing to work with staff from other agencies who were interested in similar programs. A number of schools and other community college contacts were made from Oregon, Washington, and British Columbia. A list of agencies and organizations that request information and/or visit schools is maintained by MHCC staff.

3.3 Conduct formative evaluation activities

Northwest Regional Educational Laboratory staff participated in steering committee meetings, management team meetings, debriefing sessions with participating faculty and also conducted individual interviews with each staff member twice during the life of the project. Information gathered during these sessions was summarized and feedback was given to project management to improve model development and implementation.

3.4 Conduct summative evaluation activities

Written surveys of students (pre and post) were administered at the participating high schools to assess changes in student attitudes, plans, and skills over the course of each class. Those data are contained in the evaluation report attached to this performance report.

3.5 Compile "How-We-Did-It" manual

A guidebook for future implementors of programs models after HITT was prepared, supplemented by the series of training videos. That replication manual, deliberately concise, contains examples, lists, and sample materials that other staff will be able to use in designing programs.

Hospitality Industry Technology Training Program Evaluation

Prepared by

Northwest Regional Educational Laboratory
Education and Work Program

January 1991

Hospitality Industry Technology Training Program
Program Evaluation

Design and Methodology

An evaluation design was prepared by the Northwest Regional Educational Laboratory (NWREL) to guide the evaluation of the Mt. Hood Community College Hospitality Industry Technology Training Program for 1989-90. The design specified the purpose for the evaluation, an evaluation framework, key evaluation questions, data collection processes, timeline, and reporting procedures. The data collection included site visits to observe the project and interview the staff, participation in steering committee meetings, and use of student profile and end-of-year surveys. This report contains a description and findings from the student profile and the end-of-year survey, staff interviews, administrator interviews, and business/industry interviews.

Student End-of-Year Survey

In the spring of 1989, a Student End-of-Year Survey was completed by students from Roosevelt, Reynolds, and Gresham. Approximately half had been involved in the HITT for more than two terms. Students were asked to rate the program as excellent, good, fair, or poor on five dimensions (Table 1). Students rated highest the program's effect on helping them understand what occupations make up the hospitality industry. As a result of the class, *three-quarters of the students expressed interest in further study* of the hospitality industry and slightly over half felt they would like to work in some occupation in the hospitality area. See Appendix B for a tabulation of responses to this survey.

Student Profile: What Our Students Were Like

In October 1990, 168 students completed the HITT Student Pretest Survey. These students were from Roosevelt, Barlow, Reynolds, David Douglas, Gresham, and Sandy High Schools. A third were in 11th grade, half in 12th grade, and the rest in 9th or 10th grade. Eighty-two percent were female. Two-thirds or more of the students had taken classes in English, history, computers, and foreign language. In relation to vocational education, 52 percent had taken business classes and 22 percent applied communication. Three-quarters had identified a career choice after high school.

Before taking the HITT course, 70 percent of the students had never interviewed people in the hospitality area, 59 percent had never used computers, 40 percent had not worked in the hospitality and tourism industry, and 33 percent had never read journals or materials about this industry.

Students entered the HITT class primarily because it sounded interesting (83 percent), related to a career interest (64 percent), or because it was recommended by a teacher or counselor (46 percent). Students in the HITT class had a high school grade point average ranging from 2.0 to 3.8 with an average GPA of 2.8.

One year after completing high school, about half of the students plan to work part-time and half plan to be attending a community college. Twenty-nine percent plan to attend a four-year college and 19 percent to work full-time. All but 8 percent of the students plan to pursue formal education beyond high school, and 36 percent hope to complete college. A copy of the tabulation of this survey appears as Appendix A.

Table 1
Student Ratings on Five Program Elements

	Excellent	Good	Fair	Poor
a. Interest level of the course	28	60	12	0
b. Understanding of what occupations make up the hospitality industry	42	51	7	0
c. Skills gained in one or more occupational areas related to the hospitality industry	26	59	15	0
d. Understanding how basic skills (such as math) are applied in this industry	26	50	17	7
e. Understanding of technology (such as computers) used in the hospitality industry	23	59	16	2

A. Staff Interviews

Teachers of the Hospitality Industry Technology Training Program were interviewed at two points during the project. Initial interviews were conducted in the spring 1990 with follow-up interviews in fall 1990. The program coordinators were interviewed once.

Spring interviews were conducted at schools where hospitality/tourism classes had been held during the first or second semester of the 1989-90 academic year. Those schools included Gresham, Roosevelt, Parkrose, Reynolds, and Centennial. In the fall, interviews were conducted at Gresham, Reynolds, Roosevelt, Sam Barlow, Parkrose, Centennial, and David Douglas High Schools.

In addition to the teacher interviews, NWREL interviewed both Jim Schoelkopf, Regional Career and Vocational Technical Education Coordinator, and Court Carrier, Project Director. Telephone interviews with participating businesses where school staff had internships were also conducted. The purpose of the interviews was to identify strengths, weaknesses, problems, and accomplishments of the program as viewed by participating staff. Highlights of those interviews follow.

In general, teachers were very enthusiastic about the program, excited about developing a new course, and about learning new skills. Teachers reported a variety of goals they hoped to accomplish in the hospitality/tourism courses. Among those are to expose students to the variety of occupations within hospitality/tourism; to familiarize students with Oregon and the development of tourism within the state and the Northwest; basic skills development such as communication skills; teamwork, work ethic, courtesy, how to think on their feet; geography; computer applications; employability skills; an overview of the industry and opportunities available to students with information on educational requirements and working conditions, depending on the strengths and interests of the teachers and schools involved, and teacher internships. Individual programs at schools varied in their focus so students received a different range of hospitality curricula. For example, one school emphasized catering while another focused on trade.

Teachers want students to learn about the nature of the hospitality/tourism industry, including its role in the changing economy of Oregon and on a national level.

Strengths of the program included: (1) students becoming familiar with the community, and actually seeing how jobs are performed through site visits; (2) having an opportunity to explore the many facets of the industry, and its requirements and demands; (3) learning to work together on projects, and to take pride in the program and their contact with business people; (4) providing a broad view of the industry, rather than focusing on only one or two occupations.

Weaknesses reported by teachers include difficulty in advertising the course to recruit students. One school recommendation was to list the hospitality/tourism courses with other vocational education courses, and not restrict it solely to the home economics section.

Internships for teachers provided immeasurable benefits, according to staff who participated. Teachers reported they were able to present up-to-date and detailed descriptions based on their experience. This first-hand knowledge made the courses more relevant since teachers were able to provide actual examples to supplement and support the curriculum.

Teachers reported a lack of time to organize the course, and some struggled with putting together a class as it was being taught. Locating and identifying materials and translating them for a high school audience was apparently difficult. Without their internships, teachers felt there would be a sense of artificiality in teaching the course.

Lack of level-appropriate curriculum is one of the main concerns of teachers in the program. School programs used the resources of Mt. Hood Community College for texts and videos in their teaching. Many of the materials were written for postsecondary audiences, however, and teachers found it difficult to use many of the materials without revision.

Teachers felt that they need a year to become familiar with the materials and the course syllabus and for general organization. They felt that more planning time would be helpful.

Teachers at Roosevelt indicated a need to provide a more global approach to the program with an emphasis on world geography and cultures.

Recruitment of students at most schools was done primarily through the counseling office. However, several schools had displays of information about the course, or advertised in the school newsletter. The Roosevelt program had its own newsletter describing program activities; however, teachers generally relied on word of mouth from the previous year's students. One school had students talk to 8th graders in middle schools. One other school was not allowed to recruit students from the 8th grade into their program because of a district-wide policy not to go outside feeder school boundaries for recruiting. This policy limits the number of students who might otherwise be interested in the course. At Roosevelt, teachers were concerned with the transient nature of the student body. Because families in this area move often, student enrollment changes constantly. This became a problem building a stable group.

Teachers reported that students were generally pleased with the course and that numbers in several classes increased as word got out about the course.

Broader adoption and expansion of the program was reported in several instances. "Cross-fertilization" with other programs occurred at one school with the Japanese teacher using tourism information in his class, and with some HITT students taking geography classes. At one school, students did the planning for a faculty meeting (planning, organizing, invitations, food preparation, meeting space) as a real meeting planning experience. Computer skills learned in other classes transferred through computer drafting, networking, applications, word processing, and database development. There was also contact with the business classes where students learned to write thank you letters.

One teacher reported using cooperative learning techniques to organize class projects and found this strategy to be very effective for this kind of course.

In terms of curriculum changes, teachers recommended that up-to-date videos and materials could be made available and accessible through routine Multnomah Education Service District delivery systems.

Collaboration with the private sector has been very helpful. Hospitality/tourism-related businesses provided internships, served on advisory committees, did class presentations, coordinated site visits by students and, in general, provided "real-life" information and experiences for teachers and students.

Teachers are concerned about the stability of the course at the end of the grant period, and that field trips won't be subsidized after the completion of the project. Many of the class activities are based on field trips, and finding sources of funding will be difficult.

Schools need flexibility in scheduling courses so that students are able to fit hospitality/ tourism into their courseload as an elective, said some staff and administrators. One or two teachers said that they were concerned about students being counseled to take the course because they had no other courses they could take. For those students who weren't interested in content, teachers observed less enthusiasm. Counselors sometimes schedule hospitality/tourism classes for students who aren't interested in the field, and don't really want to be in that class. One teacher reported that counselors at their school were using the class as a "dumping ground" for students who had no place to go. This had a strong negative impact on the class last year with several undisciplined and unmotivated students. For school year 1990-91, the counselors made an effort to choose only students whose interests reflected those of the class.

A local school follow-up of seniors who completed the 1989-90 course is being conducted in spring 1991. Numbers of students actually pursuing hospitality/tourism after graduation will be known at this time. Tracking students after graduation to identify the effectiveness of the program in terms of actual numbers entering hospitality/tourism fields was recommended by all staff.

B. Administrator Interviews

Interviews with project coordinators Court Carrier and Jim Schoelkopf provided additional insights into the operation of the program and recommendations for future programs.

Industry Involvement:

The range of involvement in the hospitality/tourism program on the community and business groups is impressive. Groups included independent businesses and companies as well as associations (e.g., Portland Oregon Visitors Association, Oregon Lodging, American Society of Travel Agents, the American Society of Association Executives, the Chamber of Commerce). There was also involvement by the Council on Hotels and Restaurants, the Oregon Department of Education (Vocational Division), Council of Hospitality, Restaurants, and Institutional Educators (CHRIE), the Pacific Rim Institute on Tourism, (British Columbia), the Oregon Tourism Department, and the Oregon Department of Economic Development.

Dissemination:

Presentations were made on the program at various national meetings and conferences including the American Vocational Association, the Oregon Council of Career and Vocational Administrators, the Governor's Tourism Conference, the International Motel and Restaurant Show, and the Pacific Rim Tourism Conference.

Business involvement provides insight and direction into what the field actually involves and how it operates. Project administrators believe that involvement with the private sector will continue and may increase as the classes become more sophisticated.

Recommendations:

Recommendations for improving the program included allocating more time for program coordination. Additional funding is needed for teachers, site visits, travel, curriculum, video development, office supplies, professional development, and resources. There is a need now to expand the course from a regional to a global perspective, including international issues and cultural awareness.

C. Business/Industry Interviews

Five employees of businesses that participated in the hospitality/tourism program were interviewed by telephone about their perceptions of the program. The businesses represented were a travel agency, two hotels, a rental car agency, and a tour bus company. Employees interviewed worked at the management level as office manager, daily operations manager (2), assistant general manager, and director of human resources and personnel. Each interview took approximately ten to fifteen minutes considering the following questions:

1. How did your company collaborate/cooperate with the program?
2. How has the partnership benefitted the company?
3. What were the strengths of the program? The weaknesses?
4. Do you have any suggestions for improving the program?

Overall, the responses to the program were positive, although interviewees had several suggestions for improvements. Following is a summary of responses:

1. How did your company collaborate/cooperate with the program?

   All the businesses participated in the teacher internship program. One hotel also gave hotel tours to several classes and made two presentations to one class. Several of the businesses had more than one teacher do an internship at their place of business.

2. How has the partnership benefitted the company?

   Interviewees agreed that no direct or immediate benefit was afforded the company. A common response involved the company receiving intangible benefits. They agree that better-educated students will make better employees, and that any type of exposure with students benefits the hospitality/tourism industry in the long run.

3. What were the strengths and weaknesses of the program?

Strengths: Interviewees agreed that a major strength was a link to a local education agency so that students obtain a realistic picture of the hospitality/tourism industry. Several noted that young people approached their companies with inaccurate ideas about wages and salaries, and the type of work performed. They were also unaware that they would have to start "at the bottom" and work their way up. Another noted that teachers are able to have 6-8 week internships, and the program gives them a chance to learn about the industry first-hand.

Weaknesses: Several were noted, including:

- lack of a formal structure
- expectations not clearly stated
- no clear benefit to agency (in this case a hotel)
- employees don't have time to "train" interns
- companies are not in the education business and don't plan adequate programs for interns

Some other weaknesses were mentioned, although they were not directly attributable to the program. For example, one manager mentioned the difficulty in getting upper management to support the program. Another mentioned that teachers are expected to teach about an industry that they don't know first hand (the summer internships for teachers was designed to address this issue, however).

4. Do you have any suggestions for improving the program?

The following improvements were suggested:

1. Recognize the participating companies in a formal way (for example, a thank you letter from the program coordinator).

2. Inform the company about interns' expectations so it can better develop a program for them.

3. Provide follow-up information, e.g., what happens to students who go through the program? Do they end up in the industry? How did internships affect teacher's classes?

Several of the interviewees said they would be happy to participate again in the program. They agreed that getting teachers into the workplace is a must if they are going to teach about an occupation.

Appendix A

Hospitality Industry Technology Training Program
Student End-of-Year Survey

Percents

1. How long have you been enrolled in the Hospitality Industry Technology Training Program? 19 1 term, 28 2 terms, 52 more than 2 terms

2. Based on your experience in this program, please rate the following areas as: Excellent, Good, Fair, or Poor.

	Excellent	Good	Fair	Poor
a. Interest level of the course	28	60	12	0
b. Understanding of what occupations make up the hospitality industry	42	51	7	0
c. Skills gained in one or more occupational areas related to the hospitality industry	26	59	15	0
d. Understanding how basic skills (such as math) are applied in this industry	26	50	17	7
e. Understanding of technology (such as computers) used in the hospitality ir.dustry	23	59	16	2

3. As a result of this class, are you interested in further study of the hospitality industry?
77 Yes 23 No

Why?_____

4. As a result of this class, do you feel you would like to work in some occupation in the hospitality industry? 58 Yes 7 No 35 Not sure

   If yes, what occupational area (for example, travel agency worker)?

   _____

   If you would <u>not</u> like to work in the hospitality industry, why?

   _____

5. What do you feel were the major strengths of this class?

6. What do you feel were the major weaknesses of this class?

7. What changes would you suggest to improve the class for next year?

Please return to your instructor.

Appendix B

Hospitality Industry Technology Training Program
Student Survey
(Completed by 168 students)
Percentages

Name_____Student Social Security No._____

School Roosevelt 32, Barlow 41, Reynolds 13, David Douglas 40, Gresham 5, Sandy 15

1. Your grade level: 9 9th 9 10th 33 11th 49 12th

2. Sex: 18 Male 82 Female

3. How many high school classes have you taken including this year in each of the following areas (Check all that apply): *Percentage taking one or more*

100	English	52	Geography
22	Applied Communication	70	Foreign Language
83	History	31	Art
76	Computers	52	Business (marketing, office occupations, accounting, bookkeeping)
44	Others (Please list them) _____		

4. a. Have you identified a career choice for after you finish high school?

   73 Yes 27 No

   b. If YES, what jobs would you like to hold? (List up to 3 jobs)

5. For each experience below, please indicate the extent to which you have already done it before this current school year: (Circle one rating for each experience)

	Never	Sometimes	Often
a. Considered a career in the hospitality and tourism industry.	7	54	39
b. Read journals or materials about the hospitality and tourism industry.	33	57	11
c. Interviewed local people in the hospitality area.	70	26	5
d. Worked in the hospitality and tourism industry (including food services, hotel, and recreation).	40	24	36
e. Used computers on the job.	59	25	16
f. Enjoyed working with people.	1	11	88

(over)

6. Why did you take this Hospitality/Tourism course? (Check all that apply)

14	A friend is taking it
46	Recommended by a teacher or counselor
83	It sounded interesting
64	It relates to a career interest of mine
11	It sounded like an easy class
15	It fit into my schedule
17	Recommended by a parent
8	Other (please describe_____)

7. Before this year, what was your high school grade point average (on a 4 point scale of 0 to 4.0, i.e., 2.7)?

2.88 Mean (Standard deviation .62, range 2.0 to 3.8)

8. What do you expect to be doing one year after completing high school? (Check one or more answers)

19	Working full-time
14	Entering an apprenticeship or on-the-job training program
5	Going into regular military service or to a service academy
26	Attending a vocational, technical, trade, or business school
48	Attending a community college
29	Attending a four-year college or university
51	Working part-time
16	Other (travel, take a break)
13	I have no idea what I'll be doing

9. How far do you plan to pursue your formal education? (Check one)

1	Don't plan to finish high school
7	Graduate from high school
38	High school plus one or two years of college, community college, or special training
19	High school plus three or more years of college, community college, or special training
23	Graduate from four-year college
13	Graduate or professional training beyond college

Thanks for taking time to complete this survey.

Hospitality Industry Technology Training:

A Replication Guide

Prepared by

Mt. Hood Community College

in cooperation with

Area High Schools
and
Local Business and Industry

Court Carrier, Chair
Hospitality/Tourism Program

February 1991

ABSTRACT

The Hospitality Industry Technology Training (HITT) Project represents a partnership effort between the travel and tourism (hospitality) business sector and Portland-area education and training providers. The model program addresses an emerging need for skilled workers who can enter and succeed in a complex array of service-oriented occupations in the lodging and travel industry.

A consortium of education agencies, including eight secondary schools, a variety of local businesses, and Mt. Hood Community College (MHCC), designed and operated an articulated training program for persons interested in hospitality and tourism careers.

While a primary focus of the project was on technological skills found in hospitality worksites, participants also learned and practiced skills commonly required in hotels, food service establishments, travel agencies, transportation centers, and resort areas. The foundation of this program was already under way at MHCC; however, there was no "feeder" system available through local high schools to help students consider the opportunities available.

Private sector involvement was extensive. Hospitality and tourism-related employers provided staff training opportunities. Software used in industry was donated and students also practiced skills using computer terminals in business settings.

The local Multnomah Cable Access System cooperated in the development of video training and demonstration tapes.

Exploratory, as well as specialized, vocational offerings were provided at all participating high schools during the project which spanned two school years. In Portland, the project served minority and economically-disadvantaged populations targeted by the Private Industry Council for priority attention. As part of existing 2+2 tech prep curriculum planning in the area, students have an option for advanced coursework at Mt. Hood Community College in hospitality and tourism specialities.

INTRODUCTION

Oregon's green mountains, forests, farms, and ranches have now been joined by another kind of green: Millions of dollars spent for dining, lodging, sightseeing, relaxing, skiing, beachcombing, hiking, and dozens more services under the hospitality, tourism, and recreation (HTR) industry umbrella. Oregon is quietly taking an HTR leadership position in the Pacific Northwest: A new convention center opened; the Portland Rose Festival, Mt. Hood Festival of Jazz, Indy car racing, and PGA golf attract thousands; windsurfers from around the world call Hood River their "mecca"; on Oregon's year-round ski slopes, Olympic skiers keep tuning their skills through the summer; down the valley in Eugene, track fans converge from around the nation to watch records break; still further south in Ashland, theater-lovers flock to the world-renowned Shakespeare Festival; all along the mountains, streams, and coastline, thousands of campers kick back to enjoy Oregon's cool summer nights.

In the meantime, computers and specialized tools in today's high tech HTR workplace are commonplace, and there's no time for learning on the job when customers are demanding instant service and will go elsewhere to get it.

Business and industry leaders in Oregon don't "buy" the saying, "You give 'em the basics--we'll do the rest." They want employees who can "hit the deck running," who know how to apply basic skills, who know what a keyboard does, who understand what is happening when electronic controls "run" a hotel, who speak distinctly on a switchboard/intercom/two-way radio, who know how to verify a customer billing manually as well as electronically, who know how to give destination directions to a rental car customer using common geographic landmarks, who know how to route an air passenger using the most "on-time" carriers, and how to respond when "the computer's down."

They want employees who know how to solve problems on their own initiative but also as part of a team, who can spot errors in a pantry inventory spreadsheet, and diagnose a cranky keycard lock in a guest's room. They want employees who can soothe a visitor who arrives in bad weather--late and with lost luggage--with the same gentleness and understanding as a customer who cannot speak English or has an obvious physical handicap.

Indeed, the complex systems in today's hospitality industry are both "high tech" and "high touch." While entry-level pay may be low, those employees who see themselves on a career "trajectory" in this important field will find great reward. They will find few other occupations where the interaction of "people" skills and the application of technology will be as great. And, in this industry, promotion from within is commonplace.

Research shows that tourism--currently at $3 billion a year in Oregon--is a growing industry and supports many different occupations.

In fact, the Portland/Oregon Visitors Association estimates that 35,000 jobs in the Portland area are related to tourism.

It was this opportunity that prompted Oregon's Mt. Hood Community College, serving Portland's eastern gateway to the Cascades and Columbia River country, to design a premier 2-year HTR curriculum in 1986. Then, in 1988, federal vocational education cooperation demonstration funds were provided nationally to address the impact of technology on today's workforce. The college, and its partner high schools, submitted a "2 + 2" proposal focused directly on the impact of computer-based and other new technologies in the HTR industry.

Mt. Hood boasts a strong track record for quality programs, and an aggressive partnership stance with business, industry, and other education agencies. Articulation agreements are already established in such programs as business education, electronics, auto mechanics, and more.

The demonstration Hospitality Industry Technology Training Program, initiated in fall 1989, did not start "from scratch." MHCC had already established a two-year Associate Degree in hospitality a year earlier after first creating a broad-based industry advisory committee. Members included representatives of major hotel chains, restaurants, travel agencies, tour companies, the Portland Oregon Visitors Association, Chamber of Commerce, and local economic development authority (see attached list).

Mt. Hood was committed from the outset to hire faculty with direct industry experience. The first lead instructor was from the Nendel's Motor Inns chain, others were part-time faculty from travel agencies and major food service outlets in the greater Portland area.

At the high school level, on the other hand, existing faculty would have to be utilized. Likely candidates were identified from traditional home economics departments which have been impacted by declining student enrollments in general and an unfair "stitch and sew" image in particular. Participating high schools have found, however, that home economics-trained teachers have a unique mix of skills to bring to a hospitality/ tourism program: sensitivity to others, attention to detail and organization, appreciation for design and creativity, concern for health and nutrition, and knowledge of consumer skills and personal finance, to name a few.

Mt. Hood's collaborative project with local high schools did not emerge out of a vacuum. Thanks to leadership from the state department of education's vocational education division, funds were provided to 18 regional planning groups centered around community college attendance areas. In most cases, this was the first time educators from the two levels had ever sat down together to discuss their common objectives or compare lesson plans. Most were surprised to learn about the depth and breadth of offerings, ideas, and resources each agency had available.

Strategies quickly emerged for how students in high schools could earn advanced standing in community colleges based on coursework completed in high schools. Faculty members from each institution sat down and analyzed objectives and competencies covered in similar classes, and signed "articulation agreements" typically emerged. In most cases, the grade earned in a high school class would be accepted "on par" at the college; in other cases, students take a college-prepared test before the credit is awarded.

For many students, the chance to earn college credit while still in high school was worth hundreds of dollars in saved tuition, fees, and textbook costs. But the real advantage was the chance for students pursuing an associate degree to round out their college experience with more specialized and enrichment courses. This is consistent with so-called "2+2" or "tech prep" models now included in federal vocational education legislation. The "2+2" concept links the last two years of high school with the two-year associate degree time frame. Students are able to see how required courses for high school graduation can be paired with electives to fit a recommended pattern of coursework that will fit nicely into postsecondary preparation.

Model Design

The design for the Hospitality/Tourism Project involved a partnership of industry, high school, and community college personnel to develop a curriculum to meet identified labor demand occupations. Activities were structured around the following objectives:

Objective 1: To develop and implement an articulated curriculum grades 8-14 that will prepare young people for entry into hospitality/tourism-related occupations.

The three primary deliverers of education/training services in this project had already begun planning or had already initiated curriculum development related to hospitality-tourism. Mt. Hood Community College has operated a program to train persons for the travel and lodging industry since 1987; Gresham High School (one of the pilot high schools) had planned to offer an introductory program beginning in the fall of 1988; and Roosevelt High School in Portland launched its new Travel and Tourism Academy on a pilot basis in September 1988. This mechanism was already in place for building a connected set of programs through regional planning efforts which were also being initiated by the Oregon Department of Education, Vocational Education Division. A regional coordinator assigned to the area was able to provide support services to the HITT project director in curriculum refinement. A Technical Committee in Hospitality/Tourism/Recreation, coordinated at the state level to conform with Carl Perkins Act requirements, provided a private sector review of essential skills and knowledge required by industry. This task force validated V-TECS skill lists and course goals to assist local districts and community colleges in instructional planning.

While specific coursework related to hospitality/tourism were not planned for grades 7-9 in the participating districts, there were several cooperative activities designed to expose early secondary youth to the possibilities of hospitality/tourism careers.

Early Awareness

HITT project developers realize that upper secondary coursework in hospitality, tourism, and recreation will be for naught if students are not convinced early on that this broad industry offers attractive careers. To address this issue, the project recommends that future adoptees implement appropriate activities at the middle or junior high school levels. One strategy might be to offer social studies, physical education, and home economics teachers pre-packaged lesson plans that feature activities that support ongoing academic work, but use the contest of hospitality and

tourism as the focus. Another strategy might be to expose counselors and administrators to the many facets of hospitality by inviting one of the local partners to sponsor "familiarization luncheons" for these key persons. The purpose will be to convince adults who work with students and curriculum that rewarding occupations are available in the industry, contrary to negative images held by some.

Staff Development

Staff training was emphasized throughout the life of the HITT project and is also a major element in all articulation efforts involving local high schools and Mt. Hood Community College. Soon after the project start-up in April, high school and college staff convened for a one-day orientation workshop with local industry representatives. A second all-day workshop was held midway through the project. Formats were developed at that time for in-depth curriculum development in the summer as part of summer internships high school faculty will have in various HTR settings. To assure that high school teachers have at least a working knowledge of what students will be encountering, the project required that all faculty engage in summer internships with industry partners.

One teacher spent two weeks at a large independent hotel in the Portland area and another week at a major chain hotel. In the first two weeks, her schedule for "shadowing" staff looked like this: valet (1 hour), bellstaff (1 hour), guest service attendant (8 hours), night audit (6), telephone (2), engineering/maintenance (6), sales (5), catering (3), executive housekeeper (4), inspector (2), linen/laundry (2), housekeeper (4), dining room manager (1), waitstaff (1.5), busperson (.5), host/cashier (1), banquets (3), chef (1), sous chef (1), purchasing/receiving/storing (1), sanitation/dish station (.5), room service (2), lounge manager (2), bartender (3), barback (1), controller (1), clerk (1), auditing (1).

Another high school teacher who taught a food service sequence at her school had this four week routine: one week at a well-known athletic club in all departments and positions, one week at the Portland airport in all concessions, lounge and service bars, and VIP lounges; one week at a fast food store in a major shopping mall; and the final week was split between a large catering firm and a major family restaurant.

Other firms in the Portland area who offered summer internships to HITT staff included hotel chains, travel agencies, airline, rental car agencies, tour operators, tour wholesalers, railroads, bus line companies, and meeting planners. Teachers rated this aspect of the program very high, as did employers who hosted the interns.

Continuing Education

Another component of the HITT program was continuing education for business and industry professionals. With advisory committee leadership, Mt. Hood Community College offered short courses throughout the year addressing training needs in the hospitality, tourism, and recreation industry. The HITT project used technology as one of its major instructional tools. Using the resources of the local cable television authority also located on the Mt. Hood campus, HITT staff produced eight 10-minute videos covering various aspects of the HTR industry, and how technology is changing those activities.

HITT Curriculum Model

The HITT model offers this set of experiences for high school students:

ORIENTATION

Course Title: Orientation to Hospitality and Tourism Industry

Objectives: Students will:

- understand components of hospitality and tourism industry (e.g., lodging, travel, tourist information)
- identify career and employment opportunities
- appreciate the service and operational functions of each component
- demonstrate familiarity with industry journals and materials
- interview local industry personnel
- demonstrate knowledge and skills by developing a tour package

PREPARATION

Course Title: Introduction to Food Service Management

Objectives: Students will:

- understand differences between various food service establishments, their delivery systems, and the variance in service patterns
- gain an appreciation for the diverse career opportunities available in the food service industry and training requirements for each
- understand human relations skills (personnel functions) in food service
- understand basic equipment operation, sanitation, and safety practices
- become familiar with marketing techniques and profitability
- understand the complementary function that wine and beverage service plays in the food service establishment
- appreciate the "service" aspect of the food service industry

Course Title: Introduction to the Lodging Industry

Objectives: Students will:

- be able to distinguish between the classifications of lodging properties and understand the diversity of size and service in the industry
- be knowledgeable of the organizations' structure of lodging management corporations and individual properties, their staffing requirements, and functions
- understand such functions as office procedures, guest account handling procedures, guest billing, and receipt handling (accounting and controls)
- become familiar with career opportunities and available training and current events/trends in the industry

Course Title: Introduction to Travel and Tourism

Objectives: Students will:

- understand marketing elements when establishing a travel product and identify stages in the buying process
- know major types of destination facility and how air, land, and sea transportation relate to each
- understand how government regulatory agencies affect the travel industry
- demonstrate the essential phases of the tourism planning process
- develop a promotional "mix" and market segmentation plan for attracting tourists to a particular product

Course Title: Introduction to the Recreation and Leisure Management

Objectives: Students will:

- understand the nature and scope of recreation and its historical significance
- know factors associated with types of recreation and leisure resources: undeveloped, private, commercial, public (local, regional, national)
- predict future issues and trends that will affect the recreation/leisure industry
- understand active and passive leisure activities and the resources/programming needs of divergent activities

Course Title: Travel Agency Operations and Management (at Fairview Travel, Gresham)

Objectives: Students will:

- know basic use of a major interairlines reservation system (e.g., Apollo)
- understand process involved in reservation booking for cars, hotels, tours, air tickets, etc.
- understand general travel agency day-to-day operations and procedures
- have general knowledge of travel destinations, tickets, vouchers, etc.
- understand interrelationships of vendors with each other (lodging, airlines, carriers, wholesalers)

COURSES OFFERED ONLY AT THE COMMUNITY COLLEGE LEVEL

Course Title: Computer Applications in Food Service Management/Tourism-Related Fields

Objectives: Students will:

- demonstrate familiarity with the following computer applications found in this industry:
  - food service information
  - computer operating systems
  - electronic cash register configurations
  - automated precheck systems
  - menu engineering
  - beverage control systems
  - precost systems
  - back office systems

Course Title: Computer Applications for the Lodging Industry

Objectives: Students will:

- understand automation and its uses and applications in lodging operations
- master the essentials of computing hardware and how it operates
- comprehend the purpose and uses of software in operating computing systems
- explore the variety of applications software available for use in addition to that of property management systems
- learn how to evaluate, select, and implement computer systems in an operation
- understand the applications and operations of property management systems in front office applications, back office applications, and the various interface devices

Objective 2: To help students learn the common and innovative applications of technology in hospitality/tourism-related occupations.

Persons entering and advancing in hospitality/tourism occupations today will find a bewildering array of technological tools designed to make their work more efficient and the customer more pleased. The HITT project exposed participants to technology in the workplace for several reasons: (1) to make them feel more comfortable with innovation, (2) to emphasize the importance of lifelong learning to keep skills current, (3) to enable students to "master" one or more common technological tools found in the hospitality industry, (4) to utilize video training technology based on Portland-area work situations in the hospitality industry. Students had opportunities to hear about and see new innovations arriving in the workplace.

At the senior high level, coursework emphasize specific facets of hospitality and tourism. Partnerships with local business firms were planned to provide students with the following experiences to supplement classroom activities:

1. Local travel agencies in Gresham (Fairview and Walker) provided resources onsite as well as classroom speakers.

2. Several Portland hotels, motels, travel agencies, tour operators, and restaurants provide hands-on learning opportunities for students in all facets of the hospitality industry. Students had opportunities for independent internships after first visiting the properties for exploratory experiences. However, due to a variety of circumstances, no students took advantage of these opportunities the first year.

3. The Greater Portland Convention and Visitors Bureau, marketeers and operators of the Portland convention center which opened in fall 1990, agreed to provide learning opportunities for students in the HITT program at the region's newest and most advanced convention center.

4. The Port of Portland, operator of Portland International Airport adjacent to the participating districts, expressed interest in helping students learn "visitor industry" skills as part of the airport's efforts to make tourists and travelers feel welcome as they pass through this leading gateway to Northwest vacation destinations and to the mainland U.S. from the Pacific.

The original intent was to use summers for intensive exploratory experiences for youth ages 14-17 who are eligible for summer youth employment programs under JTPA. The Private Industry Council serving Multnomah and Washington Counties is open to operating a combination work/study project that concentrates on tourism/hospitality skill development. Students can be paid a minimum wage for work that ranges from airport information assistant, hotel/motel aide, tour group assistant, travel agency "runner," airport security aide, visitor bureau publications distributor, etc.

Objective 3: To demonstrate, evaluate, and disseminate a model partnership program suitable for adoption in most large urban areas of the nation.

The HITT program was designed specifically as a model program for other communities who might be interested in implementing the program. Students and staff in HITT hosted visitors and explained program elements as part of their hospitality training. The program was evaluated by the Education and Work Program at Northwest Regional Educational Laboratory, well known for its experience in research and evaluation activities in vocational education in the region. The Laboratory also provided technical assistance to the project in operation of model programs, demonstration activities, and development of replication materials.

Staff Interviews

Teachers of the Hospitality Industry Technology Training Program were interviewed at two points during the project. Initial interviews were conducted in the spring 1990 with follow-up interviews in fall 1990. The program coordinators were interviewed once.

Spring interviews were conducted at schools where hospitality/tourism classes had been held during the first or second semester of the 1989-90 academic year. Those schools included Gresham, Roosevelt, Parkrose, Reynolds, and Centennial. In the fall, interviews were conducted at Gresham, Reynolds, Roosevelt, Sam Barlow, Parkrose, Centennial, and David Douglas High Schools.

In addition to the teacher interviews, NWREL interviewed both Jim Schoelkopf, Regional Career and Vocational Technical Education Coordinator, and Court Carrier, Project Director. Telephone interviews with participating businesses where school staff had internships were also conducted. The purpose of the interviews was to identify strengths, weaknesses, problems, and accomplishments of the program as viewed by participating staff. Highlights of those interviews follow.

In general, teachers were very enthusiastic about the program, excited about developing a new course, and about learning new skills. Teachers reported a variety of goals they hoped to accomplish in the hospitality/tourism courses. Among those are to expose students to the variety of occupations within hospitality/tourism; to familiarize students with Oregon and the development of tourism within the state and the Northwest; basic skills development such as communication skills; teamwork, work ethic, courtesy, how to think on their feet; geography; computer applications; employability skills; an overview of the industry and opportunities available to students with information on educational requirements and working conditions.

Teachers want students to learn about the nature of the hospitality/tourism industry, including its role in the changing economy of Oregon and on a national level.

Strengths of the program included: (1) students becoming familiar with the community and actually seeing how jobs are performed through site visits; (2) having an opportunity to explore the many facets of the industry, and its requirements and demands; (3) learning to work together on projects and to take pride in the program and their contact with business people; (4) providing a broad view of the industry rather than focusing on only one or two occupations.

Internships for teachers provided immeasurable benefits according to staff who participated. Teachers reported they were able to present up-to-date and detailed descriptions based on their experience. This first-hand knowledge made the courses more relevant since teachers were able to provide actual examples to supplement and support the curriculum.

Teachers reported a lack of time to organize the course and some struggled with putting together a class as it was being taught. Locating and identifying materials and translating them for a high school audience was apparently difficult. Without their internships, teachers felt there would be a sense of artificiality in teaching the course.

Lack of level-appropriate curriculum is one of the main concerns of teachers in the program. School programs used the resources of Mt. Hood Community College for texts and videos in their teaching. Many of the materials were written for postsecondary audiences, however, and teachers found it difficult to use many of the materials without revision.

Teachers felt that they need a year to become familiar with the materials and the course syllabus, and for general organization. They felt that more planning time would be helpful.

Recruitment of students at most schools was done primarily through the counseling office. However, several schools had displays of information about the course or advertised in the school newsletter. The Roosevelt program had its own newsletter describing program activities; however, teachers generally relied on word of mouth from previous year's students. One school had students talk to 8th graders in middle schools. One other school was not allowed to recruit students from the 8th grade into their program because of a district-wide policy not to go outside feeder school boundaries for recruiting. This policy limits the numbers of students who might otherwise be interested in the course. At Roosevelt, teachers were concerned with the transient nature of the student body. Because families in this area move often, student enrollment changes constantly. This became a problem building a stable group.

Teachers reported that students were generally pleased with the course and that numbers in several classes increased as word got out about the course. One or two teachers said that they were concerned about students being counseled to take the course because they had no other courses they could take. From those students who weren't interested in content, teachers observed less enthusiasm.

Broader adoption and expansion of the program was reported in several instances. "Cross-fertilization" with other programs occurred at one school with the Japanese teacher using tourism information in his class, and with some HITT students taking geography classes. At one school, students did the planning for a faculty meeting (planning, organizing, invitations, food preparation, meeting space) as a real meeting planning experience. Computer skills learned in other classes transferred through computer drafting, networking, applications, word processing, and database development. There was also contact with the business classes where students learned to write thank-you letters.

One teacher reported using cooperative learning techniques to organize class projects and found this strategy to be very effective for this kind of course.

In terms of curriculum changes, teachers recommended that up-to-date videos and materials could be made available and accessible through routine Multnomah Education Service District delivery systems.

Collaboration with the private sector has been very helpful. Hospitality/tourism-related businesses provided internships, served on advisory committees, did class presentations, coordinated site visits by students and, in general, provided "real-life" information and experiences for teachers and students.

Weaknesses reported by teachers include difficulty in advertising the course to recruit students. One school recommendation was to list the hospitality/tourism courses with other vocational education courses and not restrict it solely to the home economics section.

Teachers are concerned that field trips won't be subsidized after the completion of the project. Many of the class activities are based on field trips, and finding sources of funding will be difficult.

Schools need flexibility in scheduling courses so that students are able to fit hospitality/ tourism into their courseload as an elective, said some staff and administrators. Counselors sometimes schedule hospitality/tourism classes for students who aren't interested in the field and don't really want to be in that class. One teacher reported that counselors at their school were using the class as a "dumping ground" for students who had no place to go. This had a strong negative impact on the class last year with several undisciplined and unmotivated students. For school year 1990-91, the counselors made an effort to choose only students whose interests reflected those of the class.

A local school follow-up of seniors who completed the 1989-90 course is being conducted in spring 1991. Numbers of students actually pursuing hospitality/tourism after graduation will be known at this time. Tracking students after graduation to identify the effectiveness of the program in terms of actual numbers entering hospitality/ tourism fields was recommended by all staff.

Administrator Interviews

Interviews with project coordinators Court Carrier and Jim Schoelkopf provided additional insights into the operation of the program and recommendations for future programs.

Industry Involvement:

> The range of involvement in the hospitality/tourism program on the community and business groups is impressive. Groups included independent businesses and companies as well as associations (e.g., Portland Oregon Visitors Association, Oregon Lodging, American Society of Travel Agents, the American Society of Association Executives, the Chamber of Commerce). There was also involvement by the Council on Hotels and Restaurants, the Oregon Department of Education (Vocational Division), Council of Hospitality, Restaurants, and Institutional Educators (CHRIE), the Pacific Rim Institute on Tourism, (British Columbia), the Oregon Tourism Department, and the Oregon Department of Economic Development.

Dissemination:

Presentations were made on the program at various national meetings and conferences including the American Vocational Association, the Oregon Council of Career and Vocational Administrators, the Governor's Tourism Conference, the International Motel and Restaurant Show, the Council of Hospitality, Restaurant and Institutional Educators, and the Pacific Rim Tourism Conference.

Business involvement provides insight and direction into what the field actually involves and how it operates. Project administrators believe that involvement with the private sector will continue and may increase as the classes become more sophisticated.

Recommendations:

Recommendations for improving the program included allocating more time for program coordination. Additional funding is needed for teachers, site visits, travel, video development, office supplies, professional development, and resources. There is a need now to expand the course from a regional to a global perspective including international issues and cultural awareness.

Dissemination was accomplished through various channels. Video technology available through Mt. Hood Community College Cable and Community TV documented program elements for sharing with persons interested in replication.

Project Organization and Management

HITT project organizers recommended that a General Advisory Committee be established to set overall direction and provide policy leadership for the project. The committee's tasks follow:

1. Review curriculum, evaluation, and dissemination designs
2. Develop access points into small and large business networks
3. Assure all voices are heard that may have concerns to share and ideas to offer
4. Assist with student recruitment
5. Identify other sources of funds, if needed, to continue project development and refinement after Federal grant dollars end

For communities considering replication, representation on this committee should include:

- Participating school district and community college curriculum leaders
- Local convention and visitors bureau
- Chamber of Commerce
- Hotel representative
- Travel bureau representative
- Tour service representative
- Food service organization
- State department of education specialist

HITT Hospitality/Tourism Advisory Board

Composition:

1. Independent Motor Hotel Chain - Owner
2. Full-Service Resort Hotel - General Manager
3. International Hotel Chain - Regional Marketing Director
4. Oregon Lodging Association - Executive Director
5. International Luxury Hotel Chain - General Manager
6. Travel Agency Chain - 5 agencies - President
7. Tour Operator - Owner
8. Travel Agency Consortium - 41 agencies - Executive Director
9. Travel Wholesaler - Owner/Manager
10. Rental Car Agency - City Manager
11. Oregon Tourism Division - State Office - Deputy Director
12. Oregon Restaurant Association - Executive Director
13. Attraction - Riverboat - General Manager
14. Restaurant Chain - Full Service - Corporate Controller
15. Mt. Hood Recreation Association - Executive Director
16. State Department of Education - Technical/Vocational Coordinator
17. Ski Area/Resort - General Manager
18. Restaurant Chain - Tri-State - General Manager
19. Portland/Oregon Visitors Association - Tour Manager
20. Airline - Passenger and Cargo Sales Manager